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ABSTRACT

This publication notes that while the elementary school student must learn to read, the secondary school student must read well to learn. With this purpose in view, this curriculum guide presents checklists that can serve as organizational tools for teachers who wish to plan meaningful reading experiences that develop skills and strategies for use in both content area and reading classes. Both mastery and functional skills are included. Recommended student experiences and achievements are listed separately for grades 9 through 12, and for each grade the guide provides: (1) a list of learner outcomes; (2) a skills checklist; and (3) a student record sheet. (SKC)

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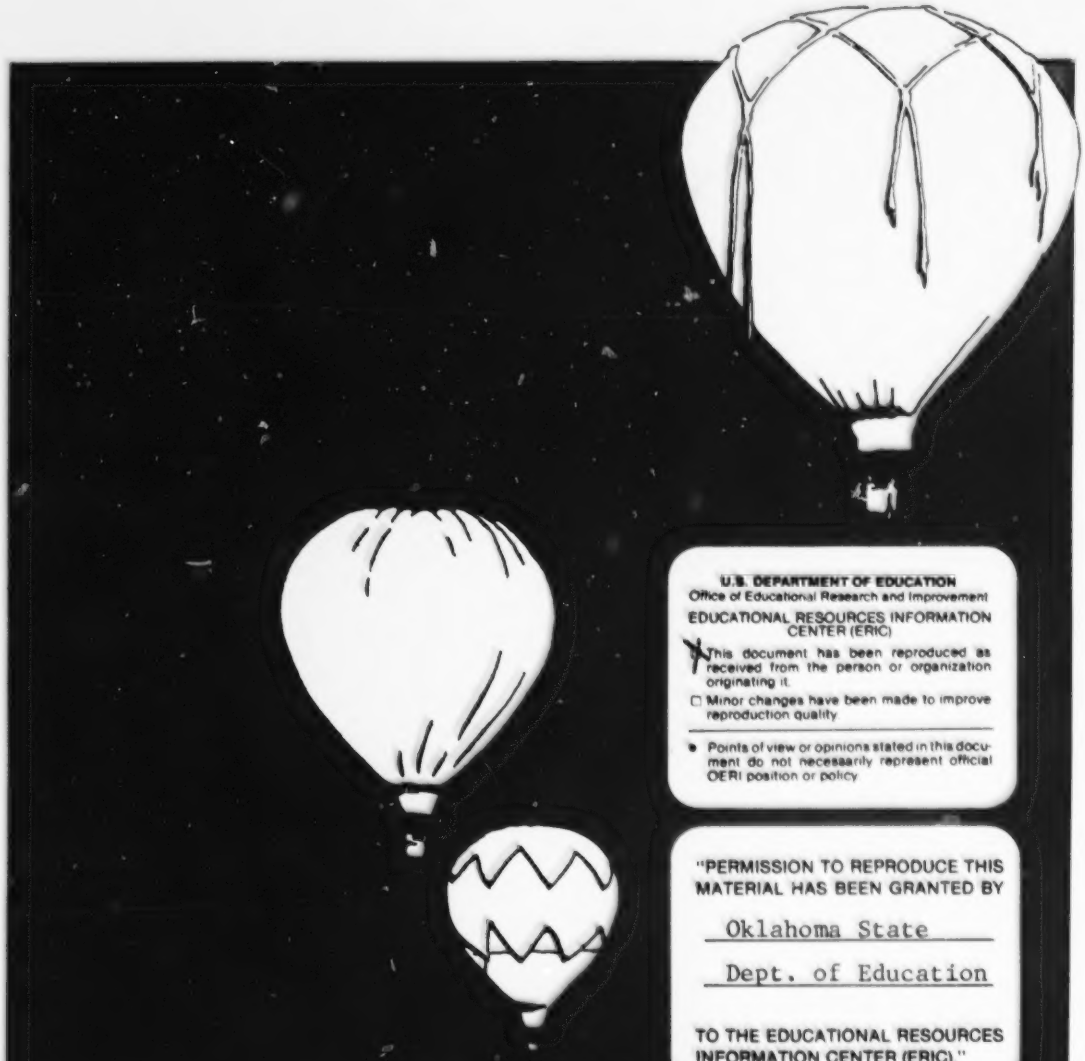

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READING

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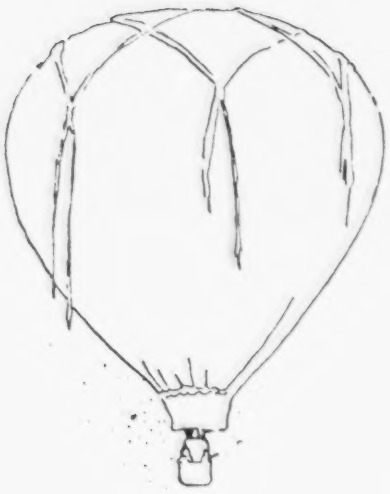

Reading

Oklahoma State Department of Education
John M. Folks, State Superintendent
Oklahoma City, Oklahoma
July, 1985

FOREWORD

During the academic year 1983–84 the Oklahoma State Department of Education began the process of producing standardized suggested learner outcomes in the five areas of Language Arts, Science, Math, Reading and Social Studies for grades 1 through 8. The goal was to have some stated objectives upon which teachers and administrators could build a solid curriculum which would ultimately provide a better education for the students of Oklahoma.

This process was continued during the 1984–85 year in the same five subject areas for grades 9 through 12. Secondary school foreign language learner outcomes were also devised for Spanish, French, German and Latin. Dozens of persons participated in the process and in June, 1985, a second large group of teachers and administrators met to validate the learner outcomes. The booklet you have in your hand is the result of all this effort and we sincerely hope that it will be of assistance as you plan for effective teaching and learning in the classroom.

John M. Folks

John M. Folks
State Superintendent

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TABLE OF CONTENTS

	Page
Overview	1
Grade Nine Learner Outcomes	3
Grade Nine Skills Checklist	5
Grade Nine Student Record Sheet	7
Grade Ten Learner Outcomes	9
Grade Ten Skills Checklist	11
Grade Ten Student Record Sheet	13
Grade Eleven Learner Outcomes	15
Grade Eleven Skills Checklist	17
Grade Eleven Student Record Sheet	19
Grade Twelve Learner Outcomes	21
Grade Twelve Skills Checklist	23
Grade Twelve Student Record Sheet	25

READING
GRADES 9–12
AN OVERVIEW

"In the information age there will be other ways of communicating besides reading and writing, but the need for these skills won't disappear. . . . Schools have got to concentrate on teaching kids *how to learn*. The really important thing, as we move into a period of lifelong learning and multiple career options, is to know how to keep on learning."

From an interview
with John Naisbitt,
author of *Megatrends*

The elementary student must learn to read, but the secondary student must read *well* to learn. However, secondary reading instruction is an area that is all too often neglected. To limit formal reading instruction to the elementary school discounts the difficulty of the reading task faced by secondary students. Secondary reading instruction builds on and strengthens skills obtained at primary and intermediate levels. These skills are often repetitive, but since the materials become increasingly sophisticated, additional reading instruction is required at every grade level. Therefore, secondary reading programs using reading specialists are strongly advocated for teaching and strengthening reading skills.

Reading activities in the secondary school must encourage the development of lifelong readers as well as provide opportunities for reading skills practice. Secondary students need many opportunities to experience the pleasure that comes from reading periodicals and novels, as well as opportunities to use reading skills as tools to unlock concepts in textbooks. Recreational reading programs need to be a part of the regular school day so that students may see adults and peers reading for information and enjoyment.

The Learner Outcomes and Skills Checklists are intended to be used as organizational tools for both the reading specialist and the classroom teacher who are trying to plan meaningful reading experiences for secondary students. Even if secondary reading instruction is available, content-area teachers can assist students with the reading skill tasks necessary for their subjects. The application of reading skills in the content areas will help students have a better knowledge of the subject matter. To satisfy the requirements of specific programs, teachers may want to add more skills to the Checklists.

As much as possible, technical reading vocabulary in the Learner Outcomes and Skills checklists has been replaced with vocabulary that is familiar to content-area teachers. However, the terms *reading*, *mastery*, and *functional reading skills* have many interpretations. For the purpose of this publication they are defined as follows:

- **Reading** implies a complex physical and mental process involving the extraction of meaning from printed symbols. The successful accomplishment of this process depends on many variables such as background and language experiences, motivation, and abstract-thinking ability, as well as emotional, physical, and intellectual factors.
- The term **mastery** means repeated experience with and understanding of a reading skill. It does not, however, imply that further practice of the skill is unnecessary.
- **Functional reading skills** pertain to those skills needed in everyday life to deal successfully with the printed word.

For further information about Secondary Reading, contact the State Department of Education, Reading Section.

READING
GRADE NINE

Ninth grade students need reading instruction because they must *apply* reading skills in order to comprehend increasingly complex content-area materials. Students also need to participate in recreational reading programs. Young people who enjoy reading and are skilled at it will be more likely to become lifelong readers and better informed citizens.

9.1 The student will refine word attack skills.
Descriptive Statement: Emphasis is on using base and root words, prefixes and suffixes, and syllabication to unlock new words.

9.2 The student will retain and practice previously learned vocabulary and continue vocabulary development appropriate to grade level.
Descriptive Statement: Emphasis is on recognizing new meanings and multiple meanings of previously learned vocabulary through the use of context clues. Further emphasis is on using the thesaurus to locate words and determine the appropriate choice of synonym, antonym, or related word.

9.3 The student will gain knowledge of content-area vocabulary.
Descriptive Statement: Emphasis is on using and applying vocabulary within specific content areas.

9.4 The student will improve performance in spelling.
Descriptive Statement: Emphasis is on applying the rules of spelling while memorizing and retaining correct spellings.

9.5 The student will maintain and strengthen literal comprehension skills.
Descriptive Statement: Emphasis is on recognizing main ideas, subtopics, and supporting details. Further emphasis is on classifying and categorizing information, as well as determining sequence.

9.6 The student will follow written and oral directions.
Descriptive Statement: Emphasis is on completing the oral or written steps in the performance of a task.

9.7 The student will interpret meaning from written material.
Descriptive Statement: Emphasis is on drawing conclusions, recognizing cause and effect, making inferences, and determining relationships.

9.8 The student will make judgments about the meaning of a selection.
Descriptive Statement: Emphasis is on recognizing propaganda techniques, recognizing comparison and contrast, distinguishing fact from opinion, and distinguishing fantasy from reality.

9.9 The student will apply previously learned concepts to new situations.
Descriptive Statement: Emphasis is on transferring information, ideas, and concepts to new materials.

9.10 The student will react to written material.
Descriptive Statement: Emphasis is on expressing feelings and attitudes towards written materials through written activities or oral discussions.

9.11 The student will develop reference and research skills.
Descriptive Statement: Emphasis is on using resource materials (encyclopedias, almanacs, atlases, bibliographies, Reader's Guides); library skills (card catalog, library classification system, and audiovisual materials); and graphic aids (maps, charts, graphs, and tables).

9.12 The student will learn study techniques and how to use them effectively.
Descriptive Statement: Emphasis is on using survey techniques and organizational skills, such as summarizing, notetaking, and outlining. Further emphasis is on the ability to form mental pictures of concepts during the act of reading.

9.13 The student will learn techniques for taking tests.
Descriptive Statement: Emphasis is on preparing for tests, following test directions, pacing and managing time during tests, and answering objective and subjective test questions.

9.14 The student will adjust reading rate.
Descriptive Statement: Emphasis is on adjusting rate to materials and purpose.

9.15 The student will improve listening skills.
Descriptive Statement: Emphasis is on increasing listening attention span, improving listening for details, and listening with comprehension.

9.16 The student will improve silent reading skills.
Descriptive Statement: Emphasis is on sustaining silent reading for longer periods of time and comprehending materials read.

9.17 The student will improve oral reading skills.
Descriptive Statement: Emphasis is on improving fluency, phrasing, and accuracy of pronunciation in oral reading.

9.18 The student will perform functional reading tasks.
Descriptive Statement: Emphasis is on completing forms such as contracts, applications, warranties, and purchase agreements.

9.19 The student will increase time spent on recreational reading and will choose a variety of materials.
Descriptive Statement: Emphasis is on choosing a variety of materials for recreational reading, sustaining reading for an extended period of time, and selecting reading as a leisure activity.

READING
GRADE NINE
SKILLS CHECKLIST

I. Vocabulary
  A. Word Attack
    _____ Recognizes base and root words
    _____ Recognizes prefixes and suffixes and their meanings
    _____ Uses syllabication
  B. Word Meaning
    _____ Uses context clues to gain meaning
    _____ Recognizes synonyms and antonyms for many words
    _____ Uses vocabulary appropriate to content areas
  C. Spelling
    _____ Applies spelling rules
    _____ Memorizes and retains correct spelling

II. Comprehension
  A. Literal
    _____ Recognizes main idea and supporting details
    _____ Determines sequence
    _____ Classifies and categorizes
    _____ Follows written and oral directions
  B. Interpretive
    _____ Draws conclusions
    _____ Recognizes cause and effect
    _____ Makes inferences
    _____ Determines relationships
  C. Critical Evaluation
    _____ Recognizes propaganda techniques
    _____ Compares and contrasts
    _____ Distinguishes fact from opinion
    _____ Distinguishes fantasy from reality
  D. Application
    _____ Transfers information and concepts
    _____ Expresses feelings and attitudes after reading a selection

III. Study Skills
  A. Reference and Research Skills
    _____ Locates information in resource materials
    _____ Uses library skills
    _____ Uses graphic aids
  B. Study Methods
    _____ Uses survey techniques
    _____ Summarizes
    _____ Takes notes
    _____ Outlines
    _____ Uses mental pictures to understand concepts
  C. Test Taking
    _____ Prepares mentally and physically for tests
    _____ Follows test directions
    _____ Paces and manages time during test
    _____ Answers objective and subjective test questions

D. Reading Rate
   _____ Adjusts rate to materials
   _____ Adjusts rate to purpose

IV. Essential Reading Skills
   A. Listening
      _____ Lengthens listening attention span
      _____ Listens for details
      _____ Listens with comprehension
   B. Silent Reading
      _____ Sustains silent reading for longer periods of time
      _____ Comprehends materials read silently
   C. Oral Reading
      _____ Demonstrates fluency
      _____ Uses proper phrasing
      _____ Pronounces words accurately
   D. Functional Reading
      _____ Completes contracts and applications
      _____ Fills in warranties and purchase agreements

V. Recreational Reading
   A. Material Selection
      _____ Selects a variety of materials to read
      _____ Enjoys periodicals and newspapers as well as short stories and novels
   B. Reading Interests
      _____ Sustains reading for longer periods of time
      _____ Selects reading as a leisure activity

READING SKILLS CHECKLIST
STUDENT RECORD SHEET

9th Grade

I. Vocabulary
- A. Word Attack
  - _____ Recognizes base and root words
  - _____ Recognizes prefixes and suffixes and their meanings
  - _____ Uses syllabication
- B. Word Meaning
  - _____ Uses context clues to gain meaning
  - _____ Recognizes synonyms and antonyms for many words
  - _____ Uses vocabulary appropriate to content areas
- C. Spelling
  - _____ Applies spelling rules
  - _____ Memorizes and retains correct spelling

II. Comprehension
- A. Literal
  - _____ Recognizes main idea and supporting details
  - _____ Determines sequence
  - _____ Classifies and categorizes
  - _____ Follows written and oral directions
- B. Interpretive
  - _____ Draws conclusions
  - _____ Recognizes cause and effect
  - _____ Makes inferences
  - _____ Determines relationships
- C. Critical Evaluation
  - _____ Recognizes propaganda techniques
  - _____ Compares and contrasts
  - _____ Distinguishes fact from opinion
  - _____ Distinguishes fantasy from reality
- D. Application
  - _____ Transfers information and concepts
  - _____ Expresses feelings and attitudes after reading a selection

III. Study Skills
- A. Reference and Research Skills
  - _____ Locates information in resource materials
  - _____ Uses library skills
  - _____ Uses graphic aids
- B. Study Methods
  - _____ Uses survey techniques
  - _____ Summarizes
  - _____ Takes notes
  - _____ Outlines
  - _____ Uses mental pictures to understand concepts
- C. Test Taking
  - _____ Prepares mentally and physically for tests
  - _____ Follows test directions
  - _____ Paces and manages time during test
  - _____ Answers objective and subjective test questions
- D. Reading Rate
  - _____ Adjusts rate to materials
  - _____ Adjusts rate to purpose

IV. Essential Reading Skills
- A. Listening
  - _____ Lengthens listening attention span
  - _____ Listens for details
  - _____ Listens with comprehension
- B. Silent Reading
  - _____ Sustains silent reading for longer periods of time
  - _____ Comprehends materials read silently
- C. Oral Reading
  - _____ Demonstrates fluency
  - _____ Uses proper phrasing
  - _____ Pronounces words accurately
- D. Functional Reading
  - _____ Completes contracts and applications
  - _____ Fills in warranties and purchase agreements

V. Recreational Reading
- A. Material Selection
  - _____ Selects a variety of materials to read
  - _____ Enjoys periodicals and newspapers as well as short stories and novels
- B. Reading Interests
  - _____ Sustains reading for longer periods of time
  - _____ Selects reading as a leisure activity

READING
GRADE TEN

On entering the tenth grade, students are faced with a myriad of reading assignments. Reading can no longer be delegated to the classroom labeled remedial or developmental. It is a continuing, complex thinking process that requires reinforcement at all secondary grade levels where more sophisticated reading skills are required.

10.1 The student will employ word attack skills in the continuing development of vocabulary.
Descriptive Statement: Emphasis is on reinforcing and applying previously learned skills and using these skills to determine meaning, pronunciation, and spelling.

10.2 The student will use appropriate vocabulary skills in determining meaning for unknown words.
Descriptive Statement: Emphasis is on acquiring meaning for unknown words by recognizing and using context clues, multiple meanings, synonyms, antonyms, and homonyms.

10.3 The student will recognize and apply content-area vocabulary.
Descriptive Statement: Emphasis is on understanding special terms related to a subject area.

10.4 The student will follow written directions.
Descriptive Statement: Emphasis is on completing written steps in the performance of a task.

10.5 The student will apply reading skills to gain factual information.
Descriptive Statement: Emphasis is on answering who, what, why, when, and where questions. Further emphasis is on recognizing main ideas and logical sequence of details.

10.6 The student will use structural clues to aid in understanding material.
Descriptive Statement: Emphasis is on recognizing transitional words, phrases, sentences, and paragraphs and on eliminating irrelevant material.

10.7 The student will apply interpretive reading skills.
Descriptive Statement: Emphasis is on recognizing relationships, making inferences, drawing conclusions, and predicting outcomes.

10.8 The student will make judgments about materials read.
Descriptive Statement: Emphasis is on recognizing the writer's purpose, bias, and competence. Further emphasis is on recognizing propaganda techniques.

10.9 The student will apply previously learned concepts to new situations.
Descriptive Statement: Emphasis is on relating concepts to new situations and solving problems.

10.10 The student will locate information using appropriate reference materials.
Descriptive Statement: Emphasis is on using reference materials, such as the card catalog, index, table of contents, glossary, and appendix.

10.11 The student will use SQ3R* (Survey, Question, Read, Recite, Review) or a comparable study technique.
Descriptive Statement: Emphasis is on gaining knowledge by implementing an organized, sequential study plan. Further emphasis is on the ability to form mental pictures of concepts during the act of reading.

10.12 The student will practice summarizing and outlining techniques.
Descriptive Statement: Emphasis is on notetaking, outlining, and summarizing.

10.13 The student will demonstrate test-taking skills.
Descriptive Statement: Emphasis is on preparing for tests and taking various types of tests effectively.

10.14 The student will adjust his or her rate of reading to the purpose and difficulty of material.
Descriptive Statement: Emphasis is on skimming and scanning, increasing reading speed, and adapting rate to material.

10.15 The student will use graphic aids to gain information.
Descriptive Statement: Emphasis is on interpreting maps, charts, graphs, and illustrations.

10.16 The student will develop listening skills.
Descriptive Statement: Emphasis is on following oral directions and acquiring meaning from oral presentations.

10.17 The student will maintain silent reading for a given length of time.
Descriptive Statement: Emphasis is on recognizing the purpose, the rate, and the depth of concentration needed for the reading selection.

10.18 The student will develop oral reading skills required for fluency.
Descriptive Statement: Emphasis is on using proper phrasing and observing punctuation in oral reading.

10.19 The student will develop reading skills required to function effectively in our society.
Descriptive Statement: Emphasis is on reading and responding to forms, labels, signs, symbols, schedules, maps, and manuals.

10.20 The student will view reading as a leisure activity.
Descriptive Statement: Emphasis is on reading a variety of materials for information and enjoyment.

*Francis P. Robinson, *Effective Study*, Rev. Ed. (New York: Harper and Row, 1961).

READING
GRADE TEN
SKILLS CHECKLIST

I. Vocabulary
  A. Word Attack
    _____ Recognizes and uses root words to unlock meaning
    _____ Recognizes prefixes
    _____ Recognizes suffixes
    _____ Applies spelling rules
  B. Word Meaning
    _____ Uses context clues
    _____ Recognizes multiple meanings
    _____ Recognizes a variety of synonyms, antonyms, and homonyms
  C. Content Area
    _____ Recognizes specialized vocabulary
    _____ Applies vocabulary to new situations

II. Comprehension
  A. Literal
    _____ Follows written directions
    _____ Answers who, what, when, where, and why questions
    _____ Selects the main idea of a paragraph or a passage
    _____ Supports the main idea with specific details
    _____ Organizes details in logical sequence
    _____ Recognizes transitional words, phrases, sentences, and paragraphs
    _____ Eliminates irrelevant material
  B. Interpretive
    _____ Recognizes relationships (cause/effect, comparison/contrast, fact/opinion)
    _____ Makes inferences
    _____ Draws conclusions
    _____ Predicts outcomes
  C. Critical/Evaluation
    _____ Evaluates writer's purpose, bias, and competence
    _____ Recognizes propaganda techniques
  D. Application
    _____ Relates concepts to new situations
    _____ Solves problems

III. Study Skills
  A. Reference Skills
    _____ Uses reference materials
    _____ Uses the card catalog
    _____ Uses an index, table of contents, glossary, and appendix
  B. Study Techniques
    _____ Uses a study technique
    _____ Employs recall techniques in study
    _____ Plans adequate time for study
    _____ Uses mental pictures to understand concepts
  C. Organizing Information
    _____ Takes notes in appropriate form on main idea and details
    _____ Summarizes selection
    _____ Uses outlines

D. Test Taking
   _____ Constructs practice test questions
   _____ Makes logical choices on tests
   _____ Manages test time effectively
   _____ Follows test directions
   _____ Participates in classroom reviews
   _____ Applies appropriate strategies for answering questions
   _____ Prepares mentally and physically for test taking

E. Reading Rate
   _____ Skims and scans
   _____ Adjusts reading rate to difficulty of material
   _____ Increases reading speed

F. Graphic Aids
   _____ Uses map legends
   _____ Interprets charts, graphs, and tables
   _____ Interprets illustrations

IV. Essential Reading Skills

A. Listening
   _____ Follows oral directions
   _____ Acquires meaning from oral presentations, reports, lectures, and discussions

B. Silent Reading
   _____ Sustains silent reading for a given length of time
   _____ Comprehends when reading silently

C. Oral Reading
   _____ Uses proper phrasing
   _____ Observes punctuation
   _____ Pronounces words correctly

D. Functional Reading
   _____ Fills out a variety of forms
   _____ Reads labels, signs, and symbols
   _____ Interprets schedules, maps, and manuals

V. Recreational Reading

A. Reading Materials
   _____ Selects appropriate books
   _____ Reads magazines, newspapers, and pamphlets

B. Reading Interests
   _____ Reads for information
   _____ Reads for enjoyment

READING SKILLS CHECKLIST
STUDENT RECORD SHEET

10th Grade

I. Vocabulary
- A. Word Attack
  - _____ Recognizes and uses root words to unlock meaning
  - _____ Recognizes prefixes
  - _____ Recognizes suffixes
  - _____ Applies spelling rules
- B. Word Meaning
  - _____ Uses context clues
  - _____ Recognizes multiple meanings
  - _____ Recognizes a variety of synonyms, antonyms, and homonyms
- C. Content Area
  - _____ Recognizes specialized vocabulary
  - _____ Applies vocabulary to new situations

II. Comprehension
- A. Literal
  - _____ Follows written directions
  - _____ Answers who, what, when, where, and why questions
  - _____ Selects the main idea of a paragraph or a passage
  - _____ Supports the main idea with specific details
  - _____ Organizes details in logical sequence
  - _____ Recognizes transitional words, phrases, sentences, and paragraphs
  - _____ Eliminates irrelevant material
- B. Interpretive
  - _____ Recognizes relationships (cause/effect, comparison/contrast, fact/opinion)
  - _____ Makes inferences
  - _____ Draws conclusions
  - _____ Predicts outcomes
- C. Critical Evaluation
  - _____ Evaluates writer's purpose, bias, and competence
  - _____ Recognizes propaganda techniques
- D. Application
  - _____ Relates concepts to new situations
  - _____ Solves problems

III. Study Skills
- A. Reference Skills
  - _____ Uses reference materials
  - _____ Uses the card catalog
  - _____ Uses an index, table of contents, glossary, and appendix
- B. Study Techniques
  - _____ Uses a study technique
  - _____ Employs recall techniques in study
  - _____ Plans adequate time for study
  - _____ Uses mental pictures to understand concepts
- C. Organizing Information
  - _____ Takes notes in appropriate form on main idea and details
  - _____ Summarizes selection
  - _____ Uses outlines
- D. Test Taking
  - _____ Constructs practice test questions
  - _____ Makes logical choices on tests
  - _____ Manages test time effectively
  - _____ Follows test directions
  - _____ Participates in classroom review
  - _____ Applies appropriate strategies for answering questions
  - _____ Prepares mentally and physically for test taking
- E. Reading Rate
  - _____ Skims and scans
  - _____ Adjusts reading rate to difficulty of material
  - _____ Increases reading speed
- F. Graphic Aids
  - _____ Uses map legends
  - _____ Interprets charts, graphs, and tables
  - _____ Interprets illustrations

IV. Essential Reading Skills
- A. Listening
  - _____ Follows oral directions
  - _____ Acquires meaning from oral presentations, reports, lectures, and discussions
- B. Silent Reading
  - _____ Sustains silent reading for a given length of time
  - _____ Comprehends when reading silently
- C. Oral Reading
  - _____ Uses proper phrasing
  - _____ Observes punctuation
  - _____ Pronounces words correctly
- D. Functional Reading
  - _____ Fills out a variety of forms
  - _____ Reads labels, signs, and symbols
  - _____ Interprets schedules, maps, and manuals

V. Recreational Reading
- A. Reading Materials
  - _____ Selects appropriate books
  - _____ Reads magazines, newspapers, and pamphlets
- B. Reading Interests
  - _____ Reads for information
  - _____ Reads for enjoyment

READING
GRADE ELEVEN

A major goal of the Learner Outcomes is to acquaint the teacher with reading expectations for the average student. The ability to read, comprehend, and evaluate reading material is essential for the student to excel in all subjects attempted. The following statements have been written to assist the classroom teacher in establishing objectives and goals for the student. The Skills Checklist is an indicator of the types of reading skills required to accomplish the typical reading task.

11.1 The student will independently apply previously learned skills in vocabulary development.
Descriptive Statement: Emphasis is on applying word attack skills identifying affixes and roots, and recognizing compound words. Further emphasis is on recognizing sight words taken from other languages.

11.2 The student will become competent in the methods and mechanics of word meaning study.
Descriptive Statement: Emphasis is on mastering the use of synonyms, homonyms, antonyms, figurative language, and multiple meaning words.

11.3 The student will recognize unknown vocabulary words by using context clues.
Descriptive Statement: Emphasis is on defining new words through recognition of an explanatory word, phrase, or clause.

11.4 The student will recognize and use content-area vocabulary.
Descriptive Statement: Emphasis is on identifying technical and specialized vocabulary related to specific content areas.

11.5 The student will follow written directions.
Descriptive Statement: Emphasis is on completing written steps in the performance of a task.

11.6 The student will improve literal comprehension of reading material.
Descriptive Statement: Emphasis is on noting factual data by answering who, what, when, where, and why questions, arranging this data in sequential order, and identifying central thought and supporting detail.

11.7 The student will independently interpret various types of reading material.
Descriptive Statement: Emphasis is on discriminating between relevant and irrelevant information; noting relationships, such as cause/effect, part/whole, contrast/comparison, and fact/opinion; drawing conclusions; making inferences and generalizations.

11.8 The student will learn to evaluate and critique reading material.
Descriptive Statement: Emphasis is on evaluating the author's purpose and use of language. Further emphasis is on recognizing irony, symbolism, satire, and propaganda techniques.

11.9 The student will integrate and apply concepts and information derived from printed material.
Descriptive Statement: Emphasis is on using information to formulate or rethink ideas, transferring information to new situations, and relating information to life experiences.

11.10 The student will locate and use information from various sources.
Descriptive Statement: Emphasis is on locating information from a table of contents, index, appendix, bibliography, and glossary. Further emphasis is on using information from maps, graphs, charts, tables, and diagrams.

11.11 The student will learn to use study techniques.
Descriptive Statement: Emphasis is on developing a personal study method, summarizing, outlining, managing study time, and developing memory and concentration. Further emphasis is on the ability to form mental pictures of concepts during the act of reading.

11.12 The student will learn to use test-taking skills.
Descriptive Statement: Emphasis is on preparing for the test, taking different types of tests, learning different strategies for answering test questions, following test directions, and learning pacing techniques to use during the test.

11.13 The student will adjust reading rate to the purpose and difficulty of the material.
Descriptive Statement: Emphasis is on skimming and scanning, increasing reading speed, and adapting rate to material.

11.14 The student will improve listening skills.
Descriptive Statement: Emphasis is on responding both orally and in writing to spoken directions to material read aloud.

11.15 The student will read silently for a sustained period of time.
Descriptive Statement: Emphasis is on adapting rate to material and on sustaining and increasing silent reading time.

11.16 The student will read well orally.
Descriptive Statement: Emphasis is on improving fluency, phrasing, and oral expression.

11.17 The student will use functional material independently.
Descriptive Statement: Emphasis is on completing forms and resumés, and on reading contracts, driver's manuals, catalogs, recipes, and schedules.

11.18 The student will read independently for enjoyment and information.
Descriptive Statement: Emphasis is on reading newspapers, periodicals, pamphlets, and self-selected books. Further emphasis is on increasing leisure reading time, increasing awareness of available materials, and improving ability to select materials for specific purposes.

READING
GRADE ELEVEN
SKILLS CHECKLIST

I. Vocabulary
  A. Word Attack
    _____ Applies word attack skills
    _____ Identifies affixes and roots
    _____ Recognizes compound words
    _____ Recognizes sight words taken from other languages
  B. Word Meaning
    _____ Recognizes synonyms, homonyms, and antonyms
    _____ Uses figurative language
    _____ Understands multiple meanings of words
    _____ Uses context clues to find meanings of words
    _____ Identifies technical and specialized words

II. Comprehension
  A. Literal
    _____ Follows written directions
    _____ Answers who, what, when, where, and why questions
    _____ Arranges data in sequential order
    _____ Identifies central thought and supporting detail
  B. Interpretive
    _____ Discriminates between relevant and irrelevant data
    _____ Recognizes relationships, such as cause/effect, part/whole, contrast/comparison, and fact/opinion
    _____ Draws conclusions
    _____ Makes inferences
    _____ Makes generalizations
  C. Critical/Evaluation
    _____ Evaluates author's purpose and use of language
    _____ Recognizes irony
    _____ Identifies symbolism
    _____ Recognizes satire
    _____ Analyzes propaganda techniques
  D. Application
    _____ Uses information to formulate or rethink ideas
    _____ Transfers information to new situations
    _____ Relates information to life experiences

III. Study Skills
  A. Resource Materials
    _____ Uses table of contents, index, appendix, bibliography, and glossary
    _____ Uses maps, graphs, charts, tables and diagrams
  B. Study Techniques
    _____ Uses a personal study method
    _____ Summarizes
    _____ Outlines
    _____ Manages study time
    _____ Develops memory and concentration
    _____ Uses mental pictures to understand concepts

C. Test Taking
- _____ Prepares mentally and physically for the test
- _____ Takes different types and formats of tests
- _____ Answers test questions using different strategies
- _____ Follows test directions
- _____ Manages test time efficiently

D. Reading Rate
- _____ Skims and scans
- _____ Increases reading speed
- _____ Adapts rate to material

IV. Essential Reading Skills

A. Listening
- _____ Follows oral directions
- _____ Responds to oral reading selections through oral and written expression

B. Silent Reading
- _____ Adapts rate to material
- _____ Sustains and increases silent reading time

C. Oral Reading
- _____ Reads with fluency and correct phrasing
- _____ Reads with expression

D. Functional Reading
- _____ Completes forms and resumés
- _____ Completes contracts
- _____ Comprehends driver's manuals
- _____ Uses catalogs, recipes, and schedules

V. Recreational Reading

A. Independent Reading
- _____ Selects reading as a leisure activity
- _____ Increases time spent reading

B. Material Selection
- _____ Selects newspapers, periodicals, pamphlets, and books
- _____ Selects materials for specific purposes

READING SKILLS CHECKLIST
STUDENT RECORD SHEET

11th Grade

I. Vocabulary
- A. Word Attack
  - _____ Applies word attack skills
  - _____ Identifies affixes and roots
  - _____ Recognizes compound words
  - _____ Recognizes sight words taken from other languages
- B. Word Meaning
  - _____ Recognizes synonyms, homonyms, and antonyms
  - _____ Uses figurative language
  - _____ Understands multiple meanings of words
  - _____ Uses context clues to find meanings of words
  - _____ Identifies technical and specialized words

II. Comprehension
- A. Literal
  - _____ Follows written directions
  - _____ Answers who, what, when, where, and why questions
  - _____ Arranges data in sequential order
  - _____ Identifies central thought and supporting detail
- B. Interpretive
  - _____ Discriminates between relevant and irrelevant data
  - _____ Recognizes relationships, such as cause/effect, part/whole, contrast/comparison, and fact/opinion
  - _____ Draws conclusions
  - _____ Makes inferences
  - _____ Makes generalizations
- C. Critical Evaluation
  - _____ Evaluates author's purpose and use of language
  - _____ Recognizes irony
  - _____ Identifies symbolism
  - _____ Recognizes satire
  - _____ Analyzes propaganda techniques
- D. Application
  - _____ Uses information to formulate or rethink ideas
  - _____ Transfers information to new situations
  - _____ Relates information to life experiences

III. Study Skills
- A. Resource Materials
  - _____ Uses table of contents, index, appendix, bibliography, and glossary
  - _____ Uses maps, graphs, charts, tables and diagrams
- B. Study Techniques
  - _____ Uses a personal study method
  - _____ Summarizes
  - _____ Outlines
  - _____ Manages study time
  - _____ Develops memory and concentration
  - _____ Uses mental pictures to understand concepts
- C. Test Taking
  - _____ Prepares mentally and physically for the test
  - _____ Takes different types and formats of tests
  - _____ Answers test questions using different strategies
  - _____ Follows test directions
  - _____ Manages test time efficiently
- D. Reading Rate
  - _____ Skims and scans
  - _____ Increases reading speed
  - _____ Adapts rate to material

IV. Essential Reading Skills
- A. Listening
  - _____ Follows oral directions
  - _____ Responds to oral reading selections through oral and written expression
- B. Silent Reading
  - _____ Adapts rate to material
  - _____ Sustains and increases silent reading time
- C. Oral Reading
  - _____ Reads with fluency and correct phrasing
  - _____ Reads with expression
- D. Functional Reading
  - _____ Completes forms and resumés
  - _____ Completes contracts
  - _____ Comprehends driver's manuals
  - _____ Uses catalogs, recipes, and schedules

V. Recreational Reading
- A. Independent Reading
  - _____ Selects reading as a leisure activity
  - _____ Increases time spent reading
- B. Material Selection
  - _____ Selects newspapers, periodicals, pamphlets, and books
  - _____ Selects materials for specific purposes

READING
GRADE TWELVE

The twelfth grade is the final opportunity for reading instruction in our public schools. The major goal is strengthening and applying skills acquired through the previous years of preparation. This is accomplished through the continuing review and expansion of those skills involving more and more complex materials. While all of the school experience prepares students for adult living, twelfth grade teachers focus on final preparation which includes such goals as responsible citizenship and worthwhile use of leisure time. For many students this is the end of their school experience; therefore, they need to be equipped with the tools for lifelong learning, while others need to be prepared for future academic endeavors.

12.1 The student will maintain and extend previously learned skills in the areas of vocabulary and word decoding and develop new applications of these skills to meet the demands of more difficult material.
Descriptive Statement: Emphasis is on reinforcing basic reading vocabulary in the area of word attack (structural analysis, affixes, roots, syllabication, pronunciation, etymology, and spelling) and in the area of word meanings (context clues, multiple meanings, synonyms, antonyms, homonyms, acronyms, and analogies).

12.2 The student will follow written directions.
Descriptive Statement: Emphasis is on completing written steps in the performance of a task.

12.3 The student will use literal comprehension skills that have been previously mastered and apply them to more difficult material.
Descriptive Statement: Emphasis is on answering who, what, when, where, why, and how questions from information.

12.4 The student will use interpretive comprehension skills that have been previously mastered and apply them to more difficult material.
Descriptive Statement: Emphasis is on recognizing main ideas, supporting details, sequence, cause and effect; drawing conclusions; predicting outcomes; and interpreting figurative speech.

12.5 The student will use critical evaluation reading skills that have been previously mastered and apply them to more difficult material.
Descriptive Statement: Emphasis is on making judgments and inferences, distinguishing between fact and opinion, analyzing propaganda techniques, establishing author's purpose, recognizing tone, and comparing and contrasting information.

12.6 The student will apply concepts that have been previously mastered and adapt them to new situations.
Descriptive Statement: Emphasis is on transferring and relating information to new situations and on problem solving.

12.7 The student will apply and extend reference skills previously mastered.
Descriptive Statement: Emphasis is on reviewing the parts of a textbook (preface, table of contents, appendix, index, glossary, and bibliography), specialized materials (maps, graphs, and charts), and reference tools (atlases, readers' guides, vertical files, card catalogs, and almanacs).

12.8 The student will apply study skills previously mastered to more difficult material.
Descriptive Statement: Emphasis is on using study techniques such as SQ3R,* (Survey, Question, Read, Recite, Review), summarizing, notetaking, outlining, library skills, research skills, and on becoming competent in various test taking skills. Further emphasis is on the ability to form mental pictures of concepts during the act of reading.

12.9 The student will vary reading rate according to purpose and difficulty of material.
Descriptive Statement: Emphasis is on knowing how and when to apply skimming and scanning, on adjusting rate to technical and more complex literary material, and on increasing reading speed.

12.10 The student will practice listening skills efficiently.
Descriptive Statement: Emphasis is on following oral directions; assimilating and organizing material from radio, TV, and lectures; and recalling material presented orally.

12.11 The student will read silently for sustained periods of time.
Descriptive Statement: Emphasis is on extending the time of concentrated silent reading. Further emphasis is on reading with fluency and understanding.

12.12 The student will demonstrate advanced oral reading skills.
Descriptive Statement: Emphasis is on developing fluency and expression in oral reading.

12.13 The student will perform functional reading skills necessary for successful daily living.
Descriptive Statement: Emphasis is on understanding and completing forms, contracts, resumés, and banking materials.

12.14 The student will demonstrate an interest in recreational reading.
Descriptive Statement: Emphasis is on developing lifelong reading interests and habits. Further emphasis is on using diverse materials for recreational reading, such as newspapers, periodicals, and books.

*Francis P. Robinson, *Effective Study*, Rev. Ed. (New York: Harper and Row, 1961).

READING
GRADE TWELVE
SKILLS CHECKLIST

I. Vocabulary
  A. Word Attack
    _____ Applies word attack skills
    _____ Determines etymology of words
    _____ Spells words correctly
  B. Word Meaning
    _____ Uses reading as a means of acquiring new words
    _____ Adds new words to speaking and reading vocabulary
    _____ Uses context clues to find meanings of words
    _____ Recognizes multiple meanings of words
    _____ Identifies synonyms, antonyms, acronyms, and homonyms
    _____ Recognizes analogies

II. Comprehension
  A. Literal
    _____ Follows written directions
    _____ Recognizes essential facts
    _____ Answers who, what, when, where, why, and how questions
  B. Interpretive
    _____ Recognizes main idea
    _____ Identifies supporting details
    _____ Recognizes sequence
    _____ Recognizes cause and effect
    _____ Draws conclusions
    _____ Predicts outcomes
    _____ Interprets figurative speech
  C. Critical Evaluation
    _____ Makes judgments
    _____ Makes inferences
    _____ Distinguishes between fact and opinion
    _____ Analyzes propaganda techniques
    _____ Establishes author's purpose
    _____ Recognizes tone
    _____ Compares and contrasts information
  D. Application
    _____ Transfers and relates information to new situations
    _____ Poses and solves problems

III. Study Skills
  A. Reference Skills
    _____ Uses parts of a textbook efficiently
    _____ Demonstrates understanding of maps, graphs, and charts
    _____ Locates information in reference tools efficiently
  B. Study Techniques
    _____ Uses SQ3R (survey, question, read, recite, review) or some related method
    _____ Takes notes efficiently from oral or written material
    _____ Produces simple or complex outlines according to purpose
    _____ Uses library skills
    _____ Uses research skills
    _____ Uses mental pictures to understand concepts

C. Competency in Test Taking
   _____ Prepares physically and mentally for test taking
   _____ Demonstrates knowledge of common test terminology
   _____ Follows test directions
   _____ Answers the types of questions found on teacher-made tests
   _____ Answers the types of questions found on standardized tests
   _____ Uses logical strategies to answer questions
   _____ Uses time management when taking tests
D. Reading Rate
   _____ Skims and scans
   _____ Adjusts rate to material and purpose
   _____ Increases reading speed

IV. Essential Reading Skills
A. Listening
   _____ Follows complex oral directions
   _____ Assimilates and organizes orally presented material
   _____ Recalls orally presented material from long term memory
B. Silent Reading
   _____ Reads for long periods of time
   _____ Maintains high degree of fluency and understanding
C. Oral Reading
   _____ Maintains high degree of fluency
   _____ Uses appropriate expression
D. Functional Reading
   _____ Completes forms, contracts, and resumés
   _____ Uses banking materials

V. Recreational Reading
A. Reading Interests
   _____ Selects appropriate leisure reading material
   _____ Shows variety of interests in leisure reading
B. Material Selection
   _____ Demonstrates knowledge of a variety of newspapers and periodicals
   _____ Demonstrates knowledge of the many types of books
   _____ Demonstrates knowledge of pamphlets, brochures, and leaflets

READING SKILLS CHECKLIST
STUDENT RECORD SHEET

12th Grade

I. Vocabulary
- A. Word Attack
  - _____ Applies word attack skills
  - _____ Determines etymology of words
  - _____ Spells words correctly
- B. Word Meaning
  - _____ Uses reading as a means of acquiring new words
  - _____ Adds new words to speaking and reading vocabulary
  - _____ Uses context clues to find meanings of words
  - _____ Recognizes multiple meanings of words
  - _____ Identifies synonyms, antonyms, acronyms, and homonyms
  - _____ Recognizes analogies

II. Comprehension
- A. Literal
  - _____ Follows written directions
  - _____ Recognizes essential facts
  - _____ Answers who, what, when, where why, and how questions
- B. Interpretive
  - _____ Recognizes main idea
  - _____ Identifies supporting details
  - _____ Recognizes sequence
  - _____ Recognizes cause and effect
  - _____ Draws conclusions
  - _____ Predicts outcomes
  - _____ Interprets figurative speech
- C. Critical Evaluation
  - _____ Makes judgments
  - _____ Makes inferences
  - _____ Distinguishes between fact and opinion
  - _____ Analyzes propaganda techniques
  - _____ Establishes author's purpose
  - _____ Recognizes tone
  - _____ Compares and contrasts information
- D. Application
  - _____ Transfers and relates information to new situations
  - _____ Poses and solves problems

III. Study Skills
- A. Reference Skills
  - _____ Uses parts of a textbook efficiently
  - _____ Demonstrates understanding of maps, graphs, and charts
  - _____ Locates information in reference tools efficiently
- B. Study Techniques
  - _____ Uses SQ3R (survey, question, read, recite, review) or some related method
  - _____ Summarizes information
  - _____ Takes notes efficiently from oral or written materials
  - _____ Produces simple or complex outlines according to purpose
  - _____ Uses library skills
  - _____ Uses research skills
  - _____ Uses mental pictures to understand concepts
- C. Competency in Test Taking
  - _____ Prepares physically and mentally for test taking
  - _____ Demonstrates knowledge of common test terminology
  - _____ Follows test directions
  - _____ Answers the types of questions found on teacher-made tests
  - _____ Answers the types of questions found on standardized tests
  - _____ Uses logical strategies to answer questions
  - _____ Uses time management when taking tests
- D. Reading Rate
  - _____ Skims and scans
  - _____ Adjusts rate to material and purpose
  - _____ Increases reading speed

IV. Essential Reading Skills
- A. Listening
  - _____ Follows complex oral directions
  - _____ Assimilates and organizes orally presented materials
  - _____ Recalls orally presented material from long term memory
- B. Silent Reading
  - _____ Reads for long periods of time
  - _____ Maintains high degree of fluency and understanding
- C. Oral Reading
  - _____ Maintains high degree of fluency
  - _____ Uses appropriate expression
- D. Functional Reading
  - _____ Completes forms, contracts, and resumés
  - _____ Uses banking materials

V. Recreational Reading
- A. Reading Interests
  - _____ Selects appropriate leisure reading material
  - _____ Shows variety of interests in leisure reading
- B. Material Selection
  - _____ Demonstrates knowledge of a variety of newspapers and periodicals
  - _____ Demonstrates knowledge of the many types of books
  - _____ Demonstrates knowledge of pamphlets, brochures, and leaflets